HUMAN DEVELOPMENT COUNSELING

STUDENT HANDBOOK AND POLICY MANUAL

2017-2018

Box 90 – Peabody College
Vanderbilt University
230 Appleton Place Nashville,
TN 37203
(615)322-8484
E-Mail: HDC@vanderbilt.edu
Website: http://peabody.vanderbilt.edu
# HUMAN DEVELOPMENT COUNSELING FACULTY

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEGREE</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole A. Cobb</td>
<td>Ed.D.</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Bradley T. Erford</td>
<td>Ph.D.</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Andrew J. Finch</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Anjali Forber-Pratt</td>
<td>Ph.D.</td>
<td>University of Illinois Urbana</td>
</tr>
<tr>
<td>Gina L. Frieden, Director</td>
<td>Ph.D.</td>
<td>The University of Memphis</td>
</tr>
<tr>
<td>Nina Martin</td>
<td>Ed.D.</td>
<td>Harvard University</td>
</tr>
<tr>
<td>Maury Nation</td>
<td>Ph.D.</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Heather L. Smith</td>
<td>Ph.D.</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>NAME</td>
<td>DEGREE</td>
<td>INSTITUTION</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Caroline Christopher</td>
<td>Ph.D.</td>
<td>University of Texas</td>
</tr>
<tr>
<td>George Davis</td>
<td>Ph.D.</td>
<td>Biola University La Mirada</td>
</tr>
<tr>
<td>Jon Ebert</td>
<td>Psy.D.</td>
<td>Wheaton College</td>
</tr>
<tr>
<td>Allison Edwards</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Deb Finch</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Joe Gordon</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Kirsten Haman</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Ira Helderman</td>
<td>M.A.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Jennifer Kasey</td>
<td>Psy.D.</td>
<td>James Madison University</td>
</tr>
<tr>
<td>Tarah Kuhn</td>
<td>Ph.D.</td>
<td>Adelphi University</td>
</tr>
<tr>
<td>Linda Manning</td>
<td>Ph.D.</td>
<td>University of Texas</td>
</tr>
<tr>
<td>Amy Moore</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Parrish Paul</td>
<td>Ph.D.</td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td>Miranda Pool</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Joan Popkin</td>
<td>Ph.D.</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Jay Tift</td>
<td>M.Ed.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>David Yarian</td>
<td>Ph.D.</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td><strong>NAME</strong></td>
<td><strong>TITLE</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sherrie Lane</td>
<td>Education Coordinator for Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>Mary Miller</td>
<td>Human and Organizational Development Office Assistant</td>
<td></td>
</tr>
<tr>
<td>Donna Smith</td>
<td>Human and Organizational Development Administrative Assistant</td>
<td></td>
</tr>
<tr>
<td>Lynn Westrom</td>
<td>Human and Organizational Development Administrative Officer</td>
<td></td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

FOREWORD .......................................................................................................................................... 7
AN INTRODUCTION TO HDC - INFORMED CONSENT ................................................................. 8
THE DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT ......................... 9
  Mission Statement .......................................................................................................................... 9
  Program Rationale ....................................................................................................................... 9
  Principles Of Simultaneity ....................................................................................................... 10
  Principles Of Complementarity ............................................................................................... 10
  Principles Of Contextualism ...................................................................................................... 11
  Accreditation .............................................................................................................................. 11
THE HUMAN DEVELOPMENT COUNSELING PROGRAM ................................................... 12
  HDC MISSION ............................................................................................................................ 12
  HDC PROGRAM OBJECTIVES ................................................................................................ 12
CURRICULUM AREAS .................................................................................................................. 13
  ADVISER .................................................................................................................................... 15
  INCOMPLETE GRADES ............................................................................................................ 15
  LEAVE OF ABSENCE .............................................................................................................. 15
  TRANSFER OF CREDIT .......................................................................................................... 16
PROGRAM OF STUDIES ................................................................................................................. 17
  Professional Development Requirements .............................................................................. 20
  Fingerprinting And Background Check .................................................................................. 20
  The Master’s Of Education (M.Ed.) Degree ........................................................................... 20
  Use Of Social Media .................................................................................................................. 22
  Landro Video Recording ......................................................................................................... 22
  Classroom Learning Stations .................................................................................................... 23
  Laptop And Cell Phone Use ...................................................................................................... 23
  Required Technology/Equipment ............................................................................................. 23
  Guidelines For Writing Style And Format .............................................................................. 23
A SUMMARY OF REQUIREMENTS .............................................................................................. 24
  Demonstrated Knowledge, Competencies, And Behaviors ...................................................... 24
  Professional Performance Review .......................................................................................... 26
  Professional Performance Review Standards .......................................................................... 26
  Professional Performance Review Process And Procedures .................................................. 27
  Capstone Experience: Comprehensive Examination ............................................................. 28
FACULTY ENDORSEMENT .............................................................................................................. 30
   Graduation.................................................................................................................................. 30
   Licensure..................................................................................................................................... 31
   Credentialing.............................................................................................................................. 31

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES ............................................................... 34
   Chi Sigma Iota ............................................................................................................................ 34
   Nashville Psychotherapy Institute .............................................................................................. 35
   American Educational Research Association ................................................................................ 35
   Tennessee Associations ................................................................................................................ 35
   Professional Student Career Development ............................................................................... 36

UNIVERSITY SERVICES ................................................................................................................... 37
   Vanderbilt University Psychological And Counseling Center ................................................... 37
   Center For Teaching .................................................................................................................... 37
   Financial Aid .............................................................................................................................. 38
   Disability Services Program ....................................................................................................... 39

SUPERVISED FIELD EXPERIENCES ............................................................................................. 40
   Practicum And Internship Handbooks ....................................................................................... 40
   Field Experience Sites ................................................................................................................. 40
   Professional Performance Review ............................................................................................. 41
   Prerequisites For Enrolling In Internship .................................................................................. 41
   Evaluations ................................................................................................................................. 42
   Field Experience Policies ............................................................................................................. 42

IMPORTANT NOTICE .................................................................................................................... 43

APPENDICES .................................................................................................................................... 44
   Appendix A - Programs of Study................................................................................................. 44
   Appendix B - Informed Consent Verification Form ........................................................................ 47
   Appendix C - Intent To Graduate ................................................................................................. 48
   Appendix E - State Licensure Requirements For School Counselors ........................................ 52
   Appendix F - Professional Development Requirement ............................................................. 57
   Appendix G - Social Media Policy ............................................................................................... 58
   Appendix H - Professional Performance Review Criteria For Professional Performance Evaluation 60
   Appendix I- Vanderbilt University Human Development Counseling Program ..................... 70
This manual has been designed to familiarize you with the policies and procedures that shape the Human Development Counseling (HDC) program. It is not viewed as complete and is not intended to replace the Peabody College Catalog. It is intended to provide information you will need in order to make decisions about your graduate studies and to acquaint you with the administrative requirements and policies and procedures you will be expected to meet. Where the manual seems incomplete for your purposes, you are encouraged to inquire with the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane, or the HOD Office Assistant, Mary Miller. For questions or concerns beyond their domain, please make inquiry with the HDC Program Director, Dr. Gina L. Frieden or your faculty adviser. For questions related to CMHC practicum and internship, please visit Brightspace Clinical Mental Health Counseling. For additional information pertinent to all students in HDC, please visit Brightspace Human Development Counseling. You must have a valid VU net ID to access Brightspace.

We trust that your experience in the HDC program will be stimulating and positive and that this HDC Program Handbook and Policy Manual will be helpful in that regard. We are glad you are here!

- HDC Faculty
AN INTRODUCTION TO HDC - INFORMED CONSENT

The master’s degree program in Human Development Counseling (HDC) provides quality training for individuals desiring to become clinical mental health or school counselors. This training includes didactic/classroom activities, small group seminars, skill-building laboratory experiences, experiential and supervised field experiences. These training components are designed to provide each student with a meaningful professional and personal growth opportunity.

Students entering the HDC program should realize that professional development as a skilled helper is not possible without a commitment to personal growth and self-awareness. Students should expect to participate in a variety of activities in conjunction with coursework. These activities will require openness to self-disclosure, self-assessment, feedback, and intrapersonal and interpersonal growth. Courses such as Pre-Practicum, Practicum, Group Counseling, and Internship are especially oriented toward experiential learning.

Through the training mentioned previously, the HDC program challenges students to grow and evolve both personally and professionally. As students grow, intrapersonally and interpersonally, they are encouraged to involve significant others in this process. Change on the part of one person in a relationship can be threatening if it is not acknowledged and understood within the relationship; therefore, it is imperative that students let close friends, family, and loved ones know from the beginning to expect change. When such insight is shared and understood by others, it can serve as a catalyst for growth.

The HDC faculty is committed to the best practices and the Code of Ethics of the American Counseling Association (2014), as well as the objectives outlined by the Council for the Accreditation of Counseling and Related Educational Programs. We are committed to providing a learning environment that facilitates cognitive, affective, behavioral, and ethical development. We see this as a major strength in our program, and we trust you will enter into the program fully informed of its potential and eagerly committed to participate in it. Enrolling in this program signifies your agreement to abide by the American Counseling Association’s Code of Ethics (2014) and best practices of the profession.

See Appendix B for the Informed Consent Verification form, stating that the student has received a copy of this handbook, has read it, and agrees to abide by it.
THE DEPARTMENT OF HUMAN AND ORGANIZATIONAL DEVELOPMENT

The HDC program is one of three graduate programs in the Department of Human & Organizational Development (HOD) at Peabody. It is the oldest graduate program in the Department, spanning back to the 1980s. The Community Development & Action (CDA) program is a master’s degree program designed for professional preparation for leadership in community and human service organizations. This degree is the newest of the HOD graduate programs, accepting its first students in 2001. The program was developed out of a growing demand and need for professionals with community understanding and experience.

The Community Research & Action (CRA) program is a doctoral degree program designed to prepare students for an academic or policy-related career as an action-researcher in applied community studies, including community psychology, community organization and development, prevention, community health/mental health evaluation, and ethics. Students are trained to work toward change in large and small institutions in either U.S. or international settings.

The department also houses one of the largest undergraduate majors at Vanderbilt. Faculty, students, and staff in HOD are dedicated to creating an environment that promotes individual, group, and community development. This philosophy is best exemplified in the HOD mission statement below.

MISSION STATEMENT

We seek to promote individual, relational, and collective wellbeing by enhancing the development of individuals, organizations, communities, and societies. We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

HOD faculty, staff, and students strive to hold each other accountable to promote:
People’s rights, dignity, learning, and growth;
Relationships based on caring and respect;
Communities of inclusion and support; and
Societies built on democratic participation, justice and equality.

PROGRAM RATIONALE

We believe in development as the freedom to create and choose among real opportunities for realizing human potential. We also believe that this development is achieved only through the simultaneous and balanced satisfaction of personal, interpersonal, and collective needs. Based on this premise, the department of HOD aims to prepare undergraduate and graduate students for the promotion of human, organizational, and community development through rigorous, critical, experiential, ecological, systemic, and multidisciplinary modes of learning. Instead of concentrating only on single units of analysis, we focus especially on the connections among them. We work to emphasize interpersonal and counseling skills, organizational and small group dynamics, community interventions, applied participatory research, leadership development, consultation, and social policy formation. In keeping with Peabody College’s mission to provide research and education that make a difference in the lives of children, youth, and adults in the community, we want to prepare students to become agents of human and organizational development at the local, national, and international levels.
**PRINCIPLES OF SIMULTANEITY**

*Human, Organizational, and Community Development Must Progress at the Same Time*

We offer courses, programs, and research opportunities that focus on personal, organizational, and community development as well as personal and organizational effectiveness. Our programs are grounded in a contextual and interdependent understanding of life-long learning, interpersonal and social efficacy, and developmental change in the community.

*Teaching, Research, Action, and Critical Reflection Must Progress Simultaneously*

We sharpen the qualitative and quantitative analytical skills required for the integration of knowledge stemming from diverse disciplines. We blend intellectual rigor with practical and emotional intelligence for the promotion of effective and ethical interventions. Students in our programs practice what they learn through classroom simulation, internships, practicum and field research. We engage in self-reflection, bring personal experience to the classroom, and foster individual and public virtue in the process. Our students learn to discover and use empirical evidence to support their arguments, interventions, and integrative thought processes.

**PRINCIPLES OF COMPLEMENTARITY**

*Dimensions of Development Must Be Studied as Complements*

To emphasize the interdependence of the various domains of human and organizational development, we stress the complementary functions of individual and collective wellness, conflict negotiation and systematic inquiry, and intervention designed to induce both the private and the common good. Our values of liberty, solidarity, and equality complement each other; as do human, social, and civic capital and psychological, organizational, and community interventions.

*Skills and Knowledge in Different Domains Must be Emphasized*

We offer programs that cover the entire range of development, from the micro to the macro sphere in the private and the public sectors. Faculty and students alike strive to strengthen the relationship between their own concentration and other domains through the department colloquium, participation in professional meetings, and a range of special seminars. Development occurs not only in the nodes of human, organizational, and community development, but also in the very links that tie these nodes together.
PRINCIPLES OF CONTEXTUALISM

Development Must be Examined in the Context of Globalization

We understand that the balance among values, needs, and social policies change, and with them, our prescriptions for interventions. We monitor changing social circumstances around the globe and study their implications for human, organizational, and community development in local and international contexts. When forces of globalization threaten communal life, we strive to restore it; where globalization advances the common good, we seek to enhance it.

Development Must be Grounded in the Context of Specific Populations

We recognize that families, groups, organizations, communities and nations emphasize certain values and needs more than others. We seek to help balance self-determination with respect for diversity and social justice, and individualism with cohesion and solidarity. In our teaching, research and action, we strive to reinforce equilibrium wherever it is found and to detect lack of equilibrium and teach students to think and act critically and creatively in ways that address desired balance.

ACCREDITATION

The HDC Clinical Mental Health Counseling program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1983. The HDC School Counseling program has been accredited since 1994. Accreditation is a process in which an association or agency grants public recognition to a school, institute, college, university, or specialized program of study having met certain established qualifications or standards. In the counseling profession, accreditation is a professional credential applicable to programs, not individual counselors.

Accreditation is important because it is assumed that graduates of accredited programs are better prepared to provide professional counseling services and therefore to serve the public welfare; each graduate of a CACREP program has demonstrated foundational knowledge and competencies for professional counseling. Accreditation also means that graduates of accredited programs are often exempt from regulations/rules imposed on graduates of non-accredited programs. For example, the NBCC exempts graduates of a CACREP program from the two-year post-master’s waiting period (including 100 hours of supervision and 3,000 hours of counseling work experience) before sitting for the NCE.

CACREP is an organizational affiliate of the American Counseling Association (ACA). It is a legally separate, not-for-profit corporation technically distinct from ACA but retains nontechnical linkages to ACA. The governance of CACREP is facilitated through the leadership of a chairperson and a three-person Executive Committee and a Board of Directors, all of whom are elected by CACREP members. It also has an executive director who coordinates members.
THE HUMAN DEVELOPMENT COUNSELING PROGRAM

The graduate program in HDC offers students two professional training options at the master’s degree level. Students may participate in either the Clinical Mental Health Counseling track that prepares counselors for work in human service agencies and mental health settings, or the School Counseling track that prepares elementary and secondary school counselors. While there is overlap in these programs, they are viewed as distinctly different options. Thus, students must indicate which program they intend to follow prior to the end of the second semester of study, or prior to completion of 12 graduate-level hours at Peabody, whichever comes first.

The primary purpose of the Vanderbilt master’s degree program in Clinical Mental Health Counseling is to train knowledgeable, competent, and skillful professional clinicians to provide counseling service delivery within the context of the various human service agencies serving our community and society. The primary purpose for the master’s degree program in School Counseling is to train knowledgeable, competent, and skillful professional counselors to provide counseling services that meet the academic, social, psychological, and emotional needs of students, PreK-12.

Vanderbilt’s HDC Clinical Mental Health and School Counseling program tracks are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Southern Association of Colleges and Schools (SACS), and Council for the Accreditation of Educator Preparation (CAEP). In addition, the School Counseling program track is approved by the Tennessee State Department of Education.

HDC MISSION

The HDC program recognizes the dynamic relationship between individuals, environments, and human systems. In order to meet the counseling needs of diverse populations, our students learn to integrate current research with sensitivity to social contexts and individual goals. HDC students employ counseling skills to maximize human potential and the development of individuals, groups, and organizations. They are uniquely qualified to appreciate the life-long nature of human development.

HDC PROGRAM OBJECTIVES

The objectives listed below represent the major program objectives for all students in HDC. More specific objectives can be found in the syllabi for each course.

A. To provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the helping profession. This includes a special emphasis on life-span human development.

B. To aid students in the acquisition of counseling and helping skills such as individual counseling, supervision, testing, consulting, group work, interviewing, diagnosis, and assessment.
C. To provide students with a knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.

D. To educate students in research/evaluation tools relevant to the delivery of helping services in either a community agency, school, or corporate setting.

E. To introduce students to the wide scope of diverse populations they will encounter in their work settings, and to provide students opportunities to work with diverse populations, building cultural competency in order to be able to work ethically with all people they may encounter in their work settings.

**CURRICULUM AREAS**

The program is organized into the CACREP eight common core curriculum areas required of all students in the program. Students have courses and experience in each of the following eight areas:

I. **Professional Orientation and Ethical Practice:** Explains the origins and development of the counseling profession. Describes professional roles, functions, and relationships for counselors within communities, and includes discussion of self-care, supervision, professional organizations, credentialing, advocacy, social justice, ethical concerns, and legal considerations in professional counseling.

II. **Social and Cultural Diversity:** Provides a context for relationships, issues, and trends in a multicultural and diverse society. Relates such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, and groups. Explains theories of multicultural counseling, self-awareness, advocacy and conflict resolution.

III. **Human Growth and Development:** Provides a broad understanding of the needs and tasks confronting individuals at all developmental levels. Emphasis is on human behavior, personality and learning theory, stage development, and the constructivist view of human development. Offers a view of the effects of extraordinary circumstances on an individual or group, and theories for facilitating wellness.

IV. **Career Development:** Covers career choice theory, occupational trends, vocational guidance, issues related to career and professional identity, and interrelationships among life roles. Explores the implications of counseling and service delivery for persons with disabilities, for women, for the elderly, and for minority groups.

V. **Helping Relationship:** Includes (a) philosophic and epistemological foundations of the helping relationship; and (b) counseling theory, supervised practice, and application. Provides an understanding of the counseling process in a multicultural society, orientation to wellness and prevention, crisis intervention strategies, and counselor characteristics and skills influencing the helping process. Aids in developing a personal model of counseling.
VI. *Group Work*: Provides theory and dynamics of groups and human service organizations. Topics include group and organizational theory and leadership skills. Students participate in direct group experience and analyze contemporary issues facing counselors.

VII. *Assessment*: Provides overall understanding, historical perspectives, basic techniques, statistical concepts and theories of reliability and validity related to assessment. Describes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and gender-related factors are also considered.

VIII. *Research and Program Evaluation*: Provides an understanding of the importance and application of research and methods within analysis and assessment. Covers statistics, field studies, research design, ethical and cultural issues in research, program evaluation, and the development of research and evaluation proposals.
**ADVISER**

Each student will be assigned a faculty adviser upon entering the program. The adviser will serve as a major resource for the student on academic matters. Students will be asked to meet with their advisers at least once each semester. Students can also request additional meetings if needed. The student should complete a planned Program of Study ([Appendix A](#)) with his/her advisor within the first semester in the program.

**Change of Adviser**

In order to change advisers, a student must:

A. Obtain the consent of the prospective new adviser;

B. Submit a written request to the HDC Program Director listing the names of the present adviser, the prospective new adviser, and the reason for the request.

Upon reviewing the request, the HDC Program Director will send a written notification of the decision to the student.

**INCOMPLETE GRADES**

A grade of "Incomplete" (I) is assigned only on written request of a student to the instructor. This may occur in instances where a unit of work is not completed because of verifiable extenuating circumstances such as illness, accident, death in the immediate family, and as defined by Vanderbilt University. [Request for Incomplete Grade](#) forms are available from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. When submitting a grade of "I", the professor must indicate (in writing) the nature of the work to be completed, the course grade for work completed to date, and the relative weight of the incomplete work. If the "I" is not removed within the time period as indicated on the submitted form (if not specified, the default is one semester), the "I" automatically changes to an "F."

**LEAVE OF ABSENCE**

Any HDC student who withdraws from Vanderbilt University or who drops out for one or more semesters (excluding the summer session), must request a leave of absence. If granted, the leave of absence maintains the student's eligibility to register in future semesters. Leaves are granted at the discretion of the Dean and are for a specified period of time.

A student who has suspended matriculation without an approved leave or a student whose leave has expired will be required to reapply to Vanderbilt University and may be subject to new academic policies, new degree requirements, or both.
TRANSFER OF CREDIT

All students wishing to transfer graduate credits from other institutions to Peabody/Vanderbilt to be applied to an HDC degree should be aware of the following criteria:

A. Transfer credit must carry a grade of A, B, or P (Pass) and must be earned at the graduate level only. Grades of P, S, etc. must be documented as equivalent to a graduate level A or B.

B. Transfer credits must fit into one of the eight curriculum areas which comprise the required HDC program structure and they must be judged to be equivalent to the HDC coursework. Elective credits must also be comparable to graduate Vanderbilt courses.

C. Up to nine (9) credit hours may be transferred into the HDC program provided they meet all college requirements listed in the college catalog and HDC program track requirements.

D. All coursework, which is to be used for transfer to the M.Ed., must be submitted to the Registrar on a Transfer of Credit form, which is available from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. This is the mechanism for insuring that all coursework applied toward the degree appears on the student's Peabody transcript.

E. Once the HDC Adviser has approved the transfer hours, the student must submit to the HDC Program Director his/her Transfer of Credit form for approval.

F. Once a student has been enrolled and accepted into the HDC Program, they may not take courses at other universities for transfer credit. The only exception is a course not offered at Vanderbilt University deemed necessary for professional development. This course must be approved in advance by your HDC Adviser, HDC Program Director, HOD Department Chair, and the Peabody Dean's Office.
PROGRAM OF STUDIES

Filing the Program of Studies

Students must file an approved Program of Studies form with their adviser prior to the completion of 12 graduate-level semester hours of coursework at Peabody, typically by the end of the first semester of study. The Program of Studies provides a means of monitoring the student's fulfillment of course requirements, as well as providing the student and adviser a means for planning a unified course of study.

In addition to meeting the number of course hours for the degree, each student must meet the HDC course requirements within each of the eight curriculum areas. (See Appendix A).

1. Deadlines

It is the student’s responsibility to be aware of all deadlines. Information regarding all deadline dates can be obtained from the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane. Most are posted each semester on Brightspace, Peabody College of Education, and/or Vanderbilt University websites. The following is a chart of milestones that will be maintained in the HDC program file of the student.
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Completed By</th>
<th>Completed Date</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance Review (PPR)</td>
<td>Second Friday of December (1st semester) 1st year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Friday in May (end of 1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Friday of December (1st semester) 2nd year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For part-time students, continuation with each regular end of semester PPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>except for student’s last semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>** At any additional point during student’s progression through program as</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>deemed necessary by any faculty member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program of Study</td>
<td>ACA Student Membership (which includes Professional Liability Insurance).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submitted prior to beginning any field experience and must be maintained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>throughout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td>Completed semester hours logs must be submitted prior to beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Completed semester hours logs must be submitted after completion of all</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum hours and prior to graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Check for exact date (student’s last year in HDC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete Coursework</td>
<td>As indicated on the submitted form (if not specified, the default is one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>academic term)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six Sessions of Counseling</td>
<td>Proof must be submitted before beginning internship.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Electives

A number of program options are available to HDC students. These elective hours can be taken in any program or department at Vanderbilt University upon consent of the student's HDC Adviser.

The following courses are a few options considered to be acceptable elective courses for students pursuing the CMHC track in HDC:

- HDC 6310 Developmental Approaches to Personal Loss and Grief
- HDC 6320 Theories & Techniques of Counseling with Children & Adolescents
- PSY-PC 5120 Adolescent Development
- HDC 7500 Cognitive Behavioral Therapy
- HDC 6220 Counseling for College Access, Admission, and Completion
- HDC 6320 Theories & Techniques of Counseling with Children and Adolescents
- HDC 6310 Developmental Approach to Personal Loss & Grief
- HDC 7500 Cognitive Behavioral Therapy in Practice
- HDC 6220 Counseling for College Access and Admission
- HDC 6340 Addictions and the Human Services Professional
- HDC 6410 Marriage and Family Counseling
- HDC 6420 Trauma: Impact and Intervention
- HDC 7500 Special Topics in HDC: Human Sexuality: Theory and Interventions

Acceptable elective courses for students pursuing the School Counseling track in HDC:

- HDC 6410 Marriage and Family Counseling
- HDC 6320 Theories & Techniques of Counseling with Children & Adolescents
- HDC 6430 Diagnosis & Treatment Using the DSM-IV-TR
- PSY-PC 5120 Adolescent Development
- HDC 6310 Developmental Approach to Personal Loss & Grief
- HDC 6340 Addictions
- HDC 6420 Trauma: Impact & Intervention
- HDC 7500 Cognitive Behavioral Therapy
- HDC 6220 Counseling for College Access, Admission, and Completion
- HDC 6320 Theories & Techniques of Counseling with Children and Adolescents
- HDC 6310 Developmental Approach to Personal Loss & Grief
- HDC 7500 Cognitive Behavioral Therapy in Practice
- HDC 6220 Counseling for College Access and Admission
- HDC 6340 Addictions and the Human Services Professional
- HDC 6410 Marriage and Family Counseling
- HDC 6420 Trauma: Impact and Intervention
- HDC 7500 Special Topics in HDC: Human Sexuality: Theory and Interventions

Graduate-level courses at VU with instructor permission and in consultation with your academic advisor

NOTE: Students who complete their counseling session requirement through the Vanderbilt Psychological & Counseling Center (PCC) will not be eligible to engage in practicum or internship opportunities available through the PCC.
**PROFESSIONAL DEVELOPMENT REQUIREMENTS**

**Individual Counseling**

All students must complete six (6) sessions of counseling before beginning their internship field experience. It is recommended that students do individual sessions. However, if any HDC student wants to go to the Vanderbilt Psychological and Counseling Center for their sessions, be aware that their policy may include referral to group counseling after three (3) individual sessions. In which case participation in a group for at least 3 sessions in addition to the 3 individual sessions can fulfill the 6 session requirement.

Counseling sessions completed prior to entering the program can be counted if they occurred within three years of the date the student formally enters the HDC program. The form indicating the sessions occurred must still be signed to verify the sessions were completed (Appendix F). If this option is chosen, the student must also submit with the form a written statement indicating how the sessions have contributed to their professional and personal development as a counselor in training. You do not need to disclose the actual content of the sessions.

**Fingerprinting and Background Check**

All students will be required to undergo fingerprinting and a background check. This college requirement includes any faculty member or student whose activities involve direct access to children. Since many of the field placements in the program may include having children on site, all students will be required to meet this condition. Please see Vanderbilt University Peabody College Background Clearance Office for meeting this requirement.

**THE MASTER’S OF EDUCATION (M.Ed.) DEGREE**

**PROGRAM REQUIREMENTS**

A. Up to 9 hours of credit may be transferred from another institution (See additional information under Transfer of Credit, pg. 17)

B. The appropriate number of credits must be obtained in each of the eight Human Development Counseling curriculum areas.

C. Electives, of the general-type, are acceptable in HDC if they fit into one of the existing eight curriculum areas in accordance with the student's major track.

D. To deal with all matters related to practicum, supervision and internships, the department has established a Professional Performance Review process. The outcome of this process will be the final program authority on a student’s progression of all experiential and field-based or clinical experiences and coursework.

E. All work credited for the degree must be completed within six years.
Successful completion of Theories of Counseling (HDC 6010); Pre-practicum (HDC 6330); Practicum for Clinical Mental Health Counseling (HDC 7950) or Practicum for School Counseling (HDC 7951); Social, Legal, and Ethical Issues in Counseling (HDC 6120); and Group Counseling (HDC 6160) are required before a student is eligible for field experience in the Internship.

In order to graduate, a student must have at least a "B" average at the completion of coursework. Failure to maintain a cumulative "B" average will cause students to be placed on Academic Probation. Students must earn a P (Passing score) in both Practicum and Internship. College policies regarding Academic Probation are applicable to the HOD Department and are specified in the Peabody Graduate School Catalog.

Successful completion of the Written Comprehensive Examination (described below) is required.

All students entering the HDC program must complete six (6) individual sessions of counseling before beginning their Internship field experience. If choosing an off-campus counseling source, the counselor must be a licensed mental health professional (LPC preferred, LCSW, or Licensed Psychologist). If choosing the Vanderbilt Psychological and Counseling Center (PCC), the counselor must hold at minimum a master’s degree and have two years of experience in the field. Pre-doctoral interns meet this requirement, masters-level students do not. (Note to students: It is your responsibility to evaluate the appropriateness or therapeutic alliance with the therapist and make changes as needed. Since students are learning to become professional counselors, it is recommended that they seek to meet this requirement from a similarly-trained professional). Once the sessions have been completed, students are to submit to Sherrie Lane a signed statement from the counseling source stating the six (6) session requirement has been met (see sample in Appendix F).

Use of Technology
The Association for Counselor Education and Supervision Technology Interest Network (ACES, 2007) has published technical competencies for counselor education. Although many of the following 12 competencies will be required as part of your coursework/assignments, it is recommended that each student assess their own technology competence throughout the program and capitalize on the opportunities available (often for free) as members of the Vanderbilt University community. The need for technology demonstration/teaching during class time will be the professor’s discretion. It may become the student’s responsibility to increase competency independently in order to complete coursework requiring the use of technology. The 12 Technical Competencies for Counselor Education are:

1. Be able to use productivity software to develop web pages, word processing documents, basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

3. Be able to acquire, use and develop multimedia software (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.

4. Be able to use statistical software to organize and analyze data.

5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

6. Be able to use email.

7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet-based professional communication applications.

9. Be able to access and use counseling-related research databases.

10. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.

11. Be able to perform basic computer operation and maintenance tasks.

12. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the Internet.

Use of Social Media
HDC recognizes the increasing use of social media and in an effort to help guide students, please read Appendix G: HDC Social Media Policy in full.

Landro Video Recording
*Landro* software is an entry-level system used for analysis of counseling practice. *Landro* allows students to digitally record, mark segments of video in real time for playback, transport files using a standard USB-type portable storage device, playback using Windows Media Player, and jump to particular video segments efficiently.

All students will be expected to use the *Landro* video recording equipment independently during their Pre-Practicum experience. To ensure confidentiality during playback, all students should listen to sessions using headphones. Faculty will provide instruction to students prior to the first day of video recording. If at any time a student is unsure of how to use the technology, *PLEASE ASK*, rather than attempting to experiment, as all of the students will depend on the equipment to accomplish tasks.
Classroom Learning Stations
Each classroom is equipped with learning stations that allow for use of computers and computer applications, VHS, and DVD playback. Students may use the technology for class presentations while the instructor is present. There are instructions located at each station. Again, if you have reservations about using the equipment, PLEASE ASK. There are phone numbers listed at each station in the event a person requires assistance.

Laptop and Cell Phone Use
Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes or accessing course material and may be prohibited in particular courses at the professor’s discretion. When computers are allowed for taking notes or accessing course material, students are to refrain from surfing the Internet, instant-messaging, e-mailing, or other applications unrelated to class activities or taking notes. Also, be sure to turn off (or switch to vibrate) cell phones prior to the start of class.

Required Technology/Equipment
All HDC students need access to a computer that can create Microsoft Word documents, access and interact within Brightspace, and facilitate use of email. Additionally, students are expected to use a Digital Voice/Audio Recorder** that records in (or YOU can convert to) .wma format (must be able to playback in the free download program Windows Media Player). **Such a device will be needed throughout the program. Students will submit their audio or video recordings using an internet-based secure service called DropSend. See http://www.dropsend.com/
Students are expected to submit all forms/assignments in hard copy, paper format unless directed otherwise by the specific professor.

GUIDELINES FOR WRITING STYLE AND FORMAT
All major written projects in HDC must follow course-specified guidelines for style and format. Students should refer to the Publication Manual of the American Psychological Association, Sixth Edition and to the Peabody College Guide for Writers of Theses, Independent Studies and Dissertations as appropriate.
A SUMMARY OF REQUIREMENTS

Students in professional preparation programs that can lead to licensure have academic and professional requirements. The following sections outline requirements and expectations for performance and conduct conducive to entering a professional field with the HDC Master of Education (M.Ed.) degree.

**Demonstrated Knowledge, Competencies, and Behaviors**

A systematic, developmental assessment of students is an ongoing part of the evaluation process in all CACREP-accredited programs. Expectations are consistent with professional standards of training. Students are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. HDC students, as well as all professional students at Peabody College, are expected to follow the rules and regulations of VU. This responsibility includes compliance with federal, state, and local laws as well as VU policies, procedures and the American Counseling Association (ACA) Ethical Code. In addition, school counseling students are expected to follow the ethical code of the American School Counseling Association. **Note:** Even if laws allow for counseling practice that conflicts with the ACA Ethical Code (2014), it is the expectation of VU’s HDC program that all students and graduates of the program practice in accordance with the ACA Ethical Code (2014).

As students matriculate through the program and all courses, they are expected to behave in a manner that demonstrates fitness for a role in the counseling profession, specifically that they demonstrate a sincere willingness to learn about and actively pursue the knowledge, competencies and behaviors that serve as the foundation for working as a professional counselor. This foundation requires a commitment to on-going personal and professional development and demonstration of that commitment through self-reflection and responsiveness to instructor feedback throughout the curriculum, supervision of practice, and formative and summative evaluation. This professional foundation requires:

- Demonstration of heightened awareness of self and others
- Demonstration of openness to constructive feedback
- Demonstration of seeking help when personally or professionally troubled
- Demonstrated motivation to work on areas one personally identifies as important to both personal growth and professional development
- Demonstrated knowledge and adherence to a professional code of ethics
- Demonstrated graduate-level competency in oral and written communication skills
- Demonstrated knowledge of the wide range of life-span human development
- Demonstrated knowledge of the world of work, careers, and high technology
- Demonstrated knowledge, sensitivity, and willingness to work with the diversity of populations and settings served by counselors
- Demonstrated commitment to the profession of counseling and all it entails
- Demonstrated competencies in interviewing, group work, counseling, diagnosis, research, assessment, advocacy and consulting
- Demonstrated full and conscientious effort in each class and field setting to think critically and act with integrity
Students in the HDC program are expected to complete all required coursework as directed in course syllabi, and conduct themselves in an ethical, responsible, and professional manner. This responsibility includes all VU, Peabody College, Department of HOD, and HDC Program policies and standards regardless of whether or not they are all listed in this Handbook. Those who fail in this responsibility will be subject to disciplinary action, which may include dismissal from VU. At the onset of their academic program, it is the responsibility of each student to review the above-named standards and ethical codes and seek any clarification needed from their respective HDC Advisers.

An Overview of the Assessment Process

A systematic assessment of student performance and fitness for the profession of counseling is conducted throughout students’ time in the program, at times in conjunction with course requirements, at other times as a program matriculation requirement or graduation requirement. The assessment starts with admission to the program and continues with performance evaluations at each semester break leading to graduation and professional endorsement:

1. Screening of Applicants and Admission
2. 1st Semester Review
3. 2nd Semester Review
4. 3rd Semester Review*
5. Summative Evaluation and satisfactory completion of Capstone Experience

* Students are evaluated by HDC faculty each semester they are enrolled in the program, which may include more than three review periods. Students are routinely assessed and evaluated on demonstrated knowledge, competencies, and behaviors in classes, in the field, and across the program. Instructors may raise concerns to the student at any point in the semester or at monthly faculty meetings if action is warranted prior to semester review. Reviews are also used as evidence for preparation readiness for admission into practicum or internship. The final evaluation is done during the last semester of the student’s program of study and includes a summative evaluation. A complete report of the HDC’s systematic program assessment can be obtained from the HDC Program Director.

Part of the end-of-semester review includes HDC’s Professional Performance Review (PPR). The following details the PPR that was adopted by the Human Development Counseling (HDC) program within Peabody College of Education at Vanderbilt University and follows best practices known within counselor education, CACREP, and the profession of counseling. Each core HDC faculty member will take turns organizing and facilitating regular end-of-semester PPRs.
Professional Performance Review

The HDC Faculty hold commitments to many stakeholders in counselor education, including students, the profession of counseling, and the public. Lack of adherence to ethical training standards and selected personal characteristics of counselors-in-training are known to be risks to beneficence and nonmaleficence. The purpose of the PPR process is to ensure that all graduates of the VU HDC program develop the requisite characteristics to fulfill their professional roles as counselors.

Professional Performance Review Standards

Students' fulfillment of eleven categories of PPR is considered during in class activities, out-of-class activities, and they are evaluated at the conclusion of each semester by the combined HDC Faculty. These include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention and adherence to ethical and legal standards
10. Acceptable and timely completion of required coursework, applications, and milestones for matriculation

Students are expected to adhere to Vanderbilt’s Honor Code. Additionally, disciplinary action may be initiated when a student exhibits behaviors that demonstrate inability or unwillingness to perform in accordance with program standards or ethical competency development. Examples below are indicative of such referrals but may not represent the full range of behaviors that may be referred for performance review:

- An inability to communicate with others effectively leading to repeated complaints from supervisors, instructors, staff or peers
- Unprofessional use of social media or other methods of communication
- Behaviors that place clients at risk, including, but not limited to poor personal or psychological boundaries leading to unethical practices
- Substance use that interferes with academic performance or field experience responsibilities, including performance with clients.

1 Much of the PPR process was adapted with permission from the Counselor Education program at The College of William and Mary, School of Education, Counseling Program in Williamsburg, VA. Information regarding examples of behaviors referred for PPR and portions of the formal review process are adapted from Eastern Michigan University’s Counseling Program. Both PPR processes have undergone professional and legal review. Additionally, Vanderbilt University General Counsel has reviewed the HDC PPR process.
- Refusal to work with or seek additional training in order to work with individuals seeking counseling
- Consistent inability or unwillingness to carry out academic or site responsibilities
- Consistent non-attendance, tardiness or missing assignment or paperwork deadlines that prompts repeated feedback from instructors or site supervisors
- Inability to tolerate different viewpoints, constructive feedback or supervision on areas of performance
- Lack of insight resulting in external blame of others or refusal to engage in review of performance that limits effectiveness academically or professionally

**Professional Performance Review Process and Procedures**

Each PPR Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the *Criteria for Professional Performance Standards Evaluation* *(Appendix H)*. For students receiving a rating below 4 on one or more of the PPR Standards, the following procedure will be enacted:

1. The student and the faculty representative(s)* will meet to discuss the professional performance concerns. During this meeting, the student will be presented with a *Notification of Professional Performance Concern* *(Appendix I)* that will list the rating(s), provide the issuing faculty's explanation for the ratings, and describe the specific actions to be taken to improve the specific professional performance rating. Upon meeting with the student, if revisions to the plan are made at this meeting, a revised Notification of Professional Performance Concern form will be produced and signed during the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required follow-up actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be retained in the student's file.

* Note: “faculty representative(s)” refers either to the faculty members who meet with and issue the Notification of Professional Performance Concern between regular PPRs or to the faculty members who meet with and issue the Notification of Professional Performance Concern for regular end-of-semester PPRs. In either instance faculty representatives are enacting their role on behalf of the combined HDC faculty.

2. If a student receives more than one Notification of Professional Performance Concern during his/her program of study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with faculty representatives and his or her HDC academic adviser following the procedure described in #1 above. Depending upon the nature of the new performance concern(s) and/or the reasons for the student's failure to comply with previously determined action plans, the faculty representative(s) and the HDC academic adviser will determine if the performance concern needs to go to the full HDC Program Faculty for another review. If so, a formal review will be conducted regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the HDC Program.
3. An HDC faculty member designated as Committee Chair will head formal Reviews. The academic adviser will notify the student in writing at least one week before meeting with the faculty representatives. The review will include the date, time and place of the review meeting, the identified performance concerns under review with supporting evidence, and the student’s rights during the review. These include: During the meeting the student will have the opportunity to ask or clarify any concerns made and respond with any information that may assist in clarifying the issue or concern. The student may not appoint another representative to fulfill this responsibility. The student may request a representative from the HOD Grievance Committee be appointed to serve in an advisory role. If the student does not attend, the meeting will be conducted in his or her absence and an audio recording will be made of the meeting.

4. After the student response with any information that may assist in clarifying the issue or concern, the HDC faculty representatives will make a decision as to whether there is the need to revise the recommendations listed on the Notification of Professional Performance Concern. Whenever there is evidence that substantiates performance concerns, the committee makes recommendations that can include, but is not limited to the following:

1. Require that a course be repeated
2. Require successful completion of a behavioral contract within a specified time that addresses the issue
3. Suspend the student for a specified amount of time with conditions for re-admittance to the program
4. Dismiss the student from the program

The HDC faculty representatives will provide both the student and the Chair of the Formal Review Committee the final revised Notification of Professional Performance Concern within 5 days of the meeting. The Chair of the Formal Review Committee will ensure that a copy of the notification is retained in the student’s program file as well as submit a copy to the Chair of the Department of Human and Organizational Development. The student may appeal in writing within five days of formal receipt of notification. Appeals are made directly to the Chair of the Department of Human and Organizational Development.

**Capstone Experience: Comprehensive Examination**

All HDC students must complete a Comprehensive Examination at the end of their program of studies. Comprehensive Examinations are given once each semester and during the summer at times designated by the HDC Program Director. Students should take the exam the semester they are graduating.

The Comprehensive Examination consists of three sections (Dates of completion listed in parentheses):

A. Written statement of theoretical orientation, integrative. (Monday after Spring Break)
B. Multiple choice exam (Tuesday after Spring Break)
C. An oral exam on a case written by the faculty. (Tuesday after Spring
Part A: Integrative Exam

The Written Comprehensive Exam is designed to assess students’ critical thinking and analysis of six of the eight core areas outlined in HDC Program Objectives and the CACREP standards. Those six areas include (Developmental, Counseling Theories, Professional Identity, Research, Multicultural and Group Work). Students are given three weeks to complete this exam and are provided additional instructions than what is written here. Students are asked to synthesize their learning based on key theories, principles and practices they view as significant in their future work. They are also given verbal guidance for preparation, including the suggestion to read past notes from classes, texts and articles and review papers they have written. They are encouraged to continue reflecting upon field experiences including how those experiences have influenced the way they think and practice as a counselor.

Part B: Multiple Choice Exam

The HDC Multiple Choice Exam covers areas discussed in coursework and specifically related to the eight CACREP curriculum areas: Developmental, Multicultural, Research, Assessment, Foundations, Group Work, Ethics, and Helping Relationships. HDC faculty serving as content experts write 15 multiple-choice questions for each area. Students must receive a passing grade (70%) on this exam. If the overall score on this exam is less than 70%, the student needs to retake the section(s) of the exam that fell below 70% and receive a passing score on those sections.

Part C: Oral Case Exam

An oral examination is also required. Students are asked to assess a case including consideration of treatment goals and ethical implications. Cases are based on the student’s track: clinical mental health counseling or school counseling. The oral exam is evaluated by two faculty members: a core faculty member will serve as the first evaluator, and the second evaluator may be a core faculty or adjunct faculty in HDC, HOD, or other relevant department at VU.

Grading

Each section of the Comprehensive Examination will be independently evaluated by at least two faculty members on a scale of 1 = Deficits, 2 = Standard Requirements Met, 3 = Excellence Above Standard Requirements. Where the two faculty evaluations disagree, a third faculty member will be appointed by the HDC Program Director to evaluate the area in question and the majority decision will preside.

Where a student fails any area of the exam, he/she has the option to retake the failed area(s). The student must pass all three areas to pass the Capstone Experience: Comprehensive Examination. If a student fails any portion twice, the student is dropped from the program or required to take remedial coursework.
Faculty Endorsement

Upon successful completion of the program’s requirements for the M.Ed. degree and demonstration of the requisite knowledge, competencies and behavior, students will receive the program’s endorsement to enter the counseling profession in their specialized area. Students will only receive endorsement for the area of the specialization for which they have been prepared. Students who complete the school counseling program will receive endorsement for school counseling-related positions, and students in the clinical mental health counseling track will receive endorsement for positions related to that specialization.

GRADUATION

Formal graduation ceremonies are held only in May each year, but degrees are awarded at the close of each semester as well as the summer term. Before the published deadline at the beginning of the final semester, the student must complete a Notification of Intent to Graduate (Appendix C) form and submit it to the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane.

During the final semester, each graduating student will receive a letter detailing any problems (e.g., incompletes, changes needed in the Program of Studies, etc.) that need correction prior to graduation. The student should check with the Business Office and the University Library no later than two weeks before graduation to determine whether there are any outstanding fees or bills.

Students who will not participate in the graduation ceremony must submit a Graduation in Absentia form at least two weeks before graduation. If not picked up within ten days from the Admissions Office, diplomas will be mailed to the permanent address listed on the Intent to Graduate form.
LICENSURE

Clinical Mental Health Counselors
To receive the program’s endorsement for progress towards eligibility to become a Licensed Professional Counselor, students in HDC Clinical Mental Health Counseling must meet all program requirements for CACREP. Licensure requirements vary by state and may include completing all relevant coursework, practicum, internship, comprehensive exams, fingerprinting and background checks, application, fees, letters of recommendation, post-master’s supervised practice, and earning passing scores on all relevant state and/or national exams. For more information about LPC and LPC-MHSP requirements in the State of Tennessee contact:

Board of Professional Counselors, Marital & Family Therapists, and Clinical Pastoral Therapists 227 French Landing, Suite 300
Nashville, TN 37243
615/532-3202, x 25138
800/778-4123, x 25138
615/532-5369 (fax)
http://tn.gov/health/article/pcmft-statutes

For more information about LPC and additional licensure requirements in other states, please refer to the “Licensure and Certification” link in the HDC Program Info tab, located under HOD Graduate/Professional Programs on Brightspace. As well, ACA’s Knowledge Center on Licensure and Certification-State Professional Counselor Licensure Boards can be found at the following website: http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards

School Counselors
Tennessee certification and endorsement for school counseling is called “licensure.” The State Department of Education offers PreK-12 licensure for school counselors in Tennessee (see State of Tennessee Licensure Standards). The HDC School Counseling program is an approved program of the Tennessee Department of Education. Graduates of the HDC School Counseling program will be recommended for the PreK-12 License as a Professional School Counselor upon completion of all coursework, practicum, internship, comprehensive exams, and Praxis. Students must submit fingerprints and receive background clearance to be approved for site placements. Students must also complete a course in first aid and CPR prior to graduation in order to receive recommendation for licensure. HDC School Counselor candidates must have their credentials and program plans reviewed by the Director for the Office of Teacher Licensure, Amanda Van Doorn. Her office is located in the Administration Building on the Peabody Campus. To contact her, call (615) 322- 8270 or email amanda.vandoorn@vanderbilt.edu.
Counselor licensure differs in each of the 50 states. As a consequence, reciprocity can be confusing and unpredictable. Students electing to work outside the State of Tennessee are urged to check certification/licensure standards early in their graduate work. More information on state certification and licensure requirements should be obtained directly from each state’s Licensure Boards.

CREDENTIALING

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover such areas as licensure, certification, registration, and so on. Below are described some of the major areas students in HDC might wish to explore.

National Certified Counselor (NCC)

The National Board for Certified Counselors (NBCC) was initiated as a result of the American Association for Counseling and Development's professional concerns and efforts in the area of credentialing. In 1982, the NBCC was incorporated as an independent, voluntary, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the NBCC National Certification Examination (NCE) for Certification and Licensure.

By granting certification, it is not the intent of the NBCC to certify counselors for employment nor to impose personnel requirements on agencies and organizations. Rather, it is the intent to provide a national standard that can be used as a measure of professionalism by interested agencies, groups, and individuals. The responsibility for professional integrity and excellence remains with the counselor. It is further intended that national certification will encourage the continuing professional growth and development of National Certified Counselors (NCCs) and advance cooperation among groups and agencies actively involved in the credentialing of counselors and counselor educators. Both School and Clinical Mental Health track students are encouraged to sit for this exam.

The NBCC exam (NCE) is administered two times each year (April & October). The April examination is offered on Peabody campus and is open to HDC students during their last semester of the program (because the program is accredited by CACREP). Information and registration materials are available from Dr. Gina L. Frieden in Mayborn 203 or by writing:

NBCC
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
Phone: (336) 547-0607
Fax: (336) 547-0017
E-mail: nbcc@nbcc.org
Website: http://www.nbcc.org
PRAXIS

Candidates for licensure as a School Counselor PreK–12 in Tennessee are required to complete the appropriate subject area exam only and are not required to take the Principles of Learning and Teaching (PLT) exams. Students should take the test titled, “Professional School Counselor” (test code 5421), which is a computer-based exam. ETS provides a test guide to help prepare for the exam at [http://www.ets.org/praxis/prepare/materials/5421](http://www.ets.org/praxis/prepare/materials/5421). Test and registration information can be found at [http://www.ets.org/praxis/tn/requirements](http://www.ets.org/praxis/tn/requirements). Students must pass the PRAXIS in order to receive a license, but they will be allowed to graduate without passing the exam.

National Certified School Counselor (NCSC)

NBCC also offers a National Certified School Counselor (NCSC) specialty credential, which recognizes counselors who possess a minimum of a master’s degree in counseling with coursework in school counseling and who have passed a national application and examination process. HDC students in the School Counseling Track are able to apply their coursework toward the achievement of the NCSC credential.

The NCSC credential is a result of the joint efforts of the American Counseling Association (ACA), the American School Counselor Association (ASCA) and the National Board for Certified Counselors. The NCSC credential was first offered to qualified counselors in 1991. The NCSC credential is not a license to practice. This credential requires:

A. An advanced degree (master’s or higher) with a major study in counseling,
B. A school counselor credential issued by your state’s department of education OR coursework completed in each of nine content areas required by NBCC, plus at least 6 semester hours of academic credit in counseling field experience(s). Must be able to document you earned at least 3 semester hours of credit in counseling field experience(s) in a school setting,
C. At least 3 academic years of post-graduate counseling supervision and work experience as a school counselor in a PreK-12 school setting.

After completing each of the above, applicants must pass the National Certified School Counselor Examination (NCSCE). Please note, students interested in attaining both the NCC and NCSC credentials need take only the National Certified School Counselor Examination (NCSCE) to obtain both the NCC and NCSC credentials. (Students who have already passed the NCE to attain the NCC credential will need to pass the NCSCE at a later date to attain the NCSC credential.) Currently, no state uses the NCSCE for state licensure purposes. Peabody does not administer the NCSCE at this time. Please contact NBCC for applications, schedules, and test sites.
PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

AMERICAN COUNSELING ASSOCIATION (ACA)

The American Counseling Association (ACA) is an organization of nearly 50,000 counselors, students, university faculty, and related members interested in or working in the counseling profession. Its origins go back almost 60 years and ACA has undergone numerous name changes. It contains the following 20 divisions:

- Association for Assessment and Research in Counseling (AARC)
- Association for Adult Development and Aging (AADA)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Military and Government Counseling Association (MGCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- American School Counselor Association (ASCA)

Membership in ACA is open to practicing counselors as well as students working on degrees in counseling. Of all professional organizations, ACA is the one most suited to HDC students.

CHI SIGMA IOTA

Chi Sigma Iota (CSI), the International Counseling Academic and Professional Honor Society, was established January 1, 1985. The impetus for the formation of an international honor society in counseling came from a desire to provide recognition for outstanding academic achievement as well as outstanding counseling service within the counseling profession.

The purpose of the society as noted in Article 1 of the By-Laws is: “To promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling (Chapter Leadership Manual, May 2003, p. 3).”
Chi Sigma Iota chapters serve as links within their respective communities to promote interaction between counselor educators, students, alumni, and local professionals. The chapters provide a forum for interaction, sharing of concerns, discussion of issues, and support for common interests (Chapter Leadership Manual, May 2003, p. 6).

The Vanderbilt University chapter, Eta Delta Chi Chapter of Chi Sigma Iota, was formed for the purpose of promoting continuing education and scholarly and service activities to its members and the community at large. The Chapter works to provide education and support to counselor educators, students, alumni, and other mental health professionals.

To become a member, students must have completed at least nine hours in the HDC master’s program and have a 3.5 GPA. Elections are held in the spring semester and new officers are initiated at the Annual Initiation Ceremony. Officers include:

- President
- Past-President
- Vice-President
- Secretary
- Treasurer
- Professional Development Chair
- Community Service Chair
- New Member and Wellness Chair

**NASHVILLE PSYCHOTHERAPY INSTITUTE**

The Nashville Psychotherapy Institute (NPI) is an organization of licensed psychotherapy professionals and students promoting mental health through educating and enhancing the community in which we live. Among the offerings NPI provides monthly speaker luncheons, membership directory, networking opportunities, a mentoring program, and an email listserv that includes a forum for referrals.

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**

As the name implies, the American Educational Research Association (AERA) is a national organization devoted to research in educationally related areas. The vast majority of members in AERA are college professors, graduate students, and individuals conducting research in education or closely related areas. Of interest to HDC students, Division E of AERA is titled, Counseling and Human Development. Students interested in research or eventually contemplating a doctorate might consider a student membership in AERA.

**TENNESSEE ASSOCIATIONS**

Most of the associations previously mentioned in this section have state branches. In fact, some, such as ACA, have a branch in Tennessee known as Tennessee Counseling Association. There is even a Middle Tennessee branch. Your adviser can help you in locating the affiliate you are interested in. Membership materials are available in the HDC office.
The Tennessee Mental Health Counseling Association (TMHCA) and the Tennessee School Counseling Association (TSCA) are divisions of the Tennessee Counseling Association. The purposes of the divisions are:

A. To provide opportunities for continuing education to professional counselors in Tennessee.
B. To promote public confidence and trust in the counseling profession.
C. To unite in one organization all persons engaged or interested in any phase of counseling and development work in Tennessee.
D. To maintain and improve professional standards in the fields of counseling and development in the State of Tennessee.
E. To encourage the development of counseling and developmental activities throughout the State of Tennessee.
F. To coordinate counseling and developmental activities in Tennessee, functioning through public and/or private agencies.
G. To serve as an agency for information and pertinent to present or contemplated counseling and development programs in the State of Tennessee.
H. To disseminate information and focus public attention on legislation in any way
I. To stimulate creative and experimental activities throughout TCA.

In addition to professional organizations, Vanderbilt University hosts throughout the year seminars, lectures and workshops regarding mental health, psychology, human development, education, and so on. Look each week at the program bulletin boards, electronic listservs, at the Peabody Library, and on the Peabody College and Vanderbilt University websites. The local mental health community also holds periodic workshops and lectures. Announcements of these events can be found in the two Nashville newspapers as well as on bulletin boards or in announcements in class.

PROFESSIONAL STUDENT CAREER DEVELOPMENT

Vanderbilt’s Peabody Career Development Office is the strategic career partner for students in the professional programs (Master's and Ed.D.). Career Development efforts are designed to effectively move students through the process of identifying a career path, building a compelling presentation, and connecting with employers to launch a satisfying career (from Peabody Career Services.).

Jeff Henley, Director of Professional Student Career Development, speaks with entering students each year about beginning the process upon program entry. He meets with students throughout students’ program of study to assist with career development and is available for individual meetings and appointments.
UNIVERSITY SERVICES

CENTER FOR STUDENT PROFESSIONAL DEVELOPMENT

The Center for Student Professional Development at Vanderbilt University offers a unique and valuable service to HDC students. This service provides information and services to assist students in planning and securing satisfactory career placement upon graduation. Of special importance to graduate students, including those planning academic careers, is the resume and personnel file service that assists them in the presentation of credentials and recommendations. A list of school and college teaching and staffing positions is maintained. Other students will be interested in career planning and job search resources, including campus interviews with representatives from mental health, business, industry, government and community service.

The center also acts as a clearinghouse for summer, part-time, and temporary off-campus jobs. Career/Life Planning Workshops are also open to interested students. In addition to assistance offered by the Center for Student Professional Development, each graduate and professional program maintains an active role in placing its graduates. The director of the Center for Student Professional Development is located in room 110 Alumni Hall, and can be reached by phone at 322-2750.

VANDERBILT UNIVERSITY PSYCHOLOGICAL AND COUNSELING CENTER

The Psychological and Counseling Center (PCC), located at 2015 Terrace Place in Nashville, TN, is a broad-based service center available to students, faculty, staff members, and their immediate families. Services include:

- Individual and group counseling for personal problems and issues
- Group support programs for learning specific techniques or skills such as relaxation, assertiveness, marital communication, reading and study skills, and weight, stress, and time management
- Administration of national testing programs
- Career counseling
- Outreach and consultation with faculty and staff

Students may make appointments by calling the PCC at 615-322-2571. Their web address is: http://www.vanderbilt.edu/pcc/.

NOTE: HDC students who wish to complete their required personal counseling sessions at the PCC will not be eligible for field experiences with this PCC.

CENTER FOR TEACHING

Many HDC students participate in classroom instruction as part of assistantships. The Center for Teaching (CFT) was founded in 1986 to advance teaching excellence in the College of Arts and Science, and expanded in 1997 to serve the entire university. CFT’s programs and services are available to any member of the university's teaching community, including full-time and part-time faculty, teaching assistants, post-doctoral fellows, and anyone else involved in the instructional process at Vanderbilt.
Through confidential individual consultations, facilitating faculty, and graduate student working groups, offering practical and theoretical workshops on teaching and learning, and providing other programs and services, CFT supports all aspects of the educational process. CFT’s staff includes a director, assistant directors, a program coordinator, administrative support staff, graduate student teaching fellows, and undergraduate students. All of the senior staff members have earned Ph.D.’s and continue to teach at Vanderbilt in their respective fields. A complete list of CFT’s programs and services can be found online. The CFT is located in 1114 19th Avenue South, on the 3rd Floor, and is open from 8:00 a.m. to 4:30 p.m., Monday through Friday.

FINANCIAL AID

There are many types of financial aid potentially available to HDC students. These include federal student financial aid funds, institutional scholarships, assistantships, and employment programs. Any student desiring financial aid of any type is required to fill out the following:

1. The Free Application for Student Financial Aid (FAFSA) form.
2. The Vanderbilt University Financial Aid Application for Graduate and Professional Students
3. The Peabody College Application for Financial Aid

All application materials for financial assistance may be downloaded by using the links above.

The Federal Family Education Loan programs (including the Federal Stafford Loan, subsidized and unsubsidized), the Federal Work-Study Program, and the Federal Perkins Loan are funded primarily through federal assistance and are available to graduate and professional students.

Each department at Peabody makes scholarship and assistantship awards annually. The faculty of the department reviews the students eligible for scholarship monies and determines the awards. This typically occurs in Feb – April. Criteria for awards include stated needs, scholarship, and the balance of new/returning students.

Limited assistantships are available within the HOD department. These include teaching assistantships for undergrad HOD courses, assistantships within the HDC program, and research assistantships. A student interested in a graduate assistantship should give their resume to the Admissions and Education Coordinator for Graduate Studies, Sherrie Lane, and she will forward to the HOD faculty member (usually the Chair or Assistant Chair) responsible for assignment.

An assistantship will either be a 20 hr/week assignment or a 10 hr/week assignment. The salary for these is sometimes accompanied by free tuition but may be stipend only. Assistantship details about aid and responsibilities are provided when the announcement of openings is made.

Work-study students are eligible to work up to 20 hours per week during the academic year. Work-study jobs are available in both the university and medical center. The graduate assistantships qualify as work-study jobs.
Students may also seek employment with faculty members receiving federal or foundation grants. To locate these positions, check with administrative assistants or faculty members in both the Peabody and Vanderbilt Psychology Departments, the Peabody Human & Organizational Development Department, the Peabody Special Education Department, and the Vanderbilt Medical Center. For a listing of Vanderbilt student employment opportunities, please check the Student Employment website, 
http://www.vanderbilt.edu/FinancialAid/fwsstudy.htm

Peabody College has a strict policy that a professional student may not work more than 20 hours per week at all campus jobs combined. If you plan on being employed through Vanderbilt or Peabody and want to work more than twenty hours per week, you will need to see Lynn Westrom, HOD Administrative Officer, for details on what is allowed. Students are not allowed to work more than 29.5 hours, assuming they meet Peabody policies and guidelines. Once Lynn is notified, students should email the HDC Director for permission to work 20 hours per week but less than 29.5 hours per week. Make sure the email includes the multiple jobs and hours per week for each. Students should also include some sort of statement about how they will be able to handle the increased work hours, the demands of the program, and the number of credit hours (9-12) for which they are registered that semester. Students can forward email approval from the HDC Director to the HOD Administrative Officer to get the necessary approvals from the Dean’s Office.

**DISABILITY SERVICES PROGRAM**

To receive reasonable accommodations for a disability at Vanderbilt University, students are to apply for services through the Disability Services Program (DSP) within the Equal Opportunity, Affirmative Action, and Disability Services Department. Please keep in mind that a specific process must be completed before the DSP staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student’s documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed. For more detailed information about our services, please contact the DSP Monday – Friday between 8:00 a.m. and 5:00 p.m. at (615) 322- 4705. The Disability Services Program is located in Suite 108 of Baker Building.
SUPERVISED FIELD EXPERIENCES

INTRODUCTION

The inclusion of supervised field experiences in the Human Development Curriculum within the Department of HOD reflects a commitment to applied experiential learning opportunities under professional supervision. These field experiences are offered as one semester of Practicum and two consecutive semesters of Internship and provide a core training opportunity for students enabling them to formalize a conceptual model for helping others.

The supervised field experiences in HDC draw heavily from the didactic portion of the curriculum as a philosophical and theoretical basis for counseling with clients in two primary settings: community agencies and schools. This section of the handbook focuses on the supervised field experiences for the purpose of acquainting and orienting the HDC student to program requirements, policies, procedures, and expectations.

PRACTICUM AND INTERNSHIP HANDBOOKS

The Brightspace Clinical Mental Health Counseling is the primary resource for written information about CMHC field experiences. SC students are directly to the HDC SC Practicum and Internship Handbook.

FIELD EXPERIENCE SITES

The HDC student has some choice in selecting field experience sites from a number of agencies and schools within the greater Nashville area. Each field site must be consistent with the individual's career goals and must also meet field site criteria as detailed further in the respective HDC practicum and internship handbook. **Students must discuss with their track’s clinical coordinator (School: Dr. Andy Finch; Clinical Mental Health: Dr. Heather L. Smith) prior to contacting any potential site.** This must occur the semester preceding their actual placement.

Each track’s clinical coordinator serves as the resource person to assist the student in identifying approved sites and in activating the proper procedures for contacting these sites. Sites usually require an interview to assess the appropriateness of placement. Final commitment to specific placement is contingent upon agreement among the site supervisor, student, faculty, and faculty supervisor. The field experiences coordinator will initiate completion of a written contract that finalizes the site placement. The site contract is used to activate liability insurance during the period of placement. Students must show proof of purchasing professional liability insurance during semesters they are enrolled in field experiences.

Heather Smith coordinates the Clinical Mental Health Counseling track and teaches four graduate courses in the program as well as an undergraduate course. Her responsibilities include coordinating practicum and internship placements and working with students to secure
placements. She monitors site experiences and does outreach with current sites as well as new
agencies that may serve as potential sites in the future. She updates the supervisor handbook and
works with the Program Director in developing the annual Professional Development Workshop
for Supervisors.

Andy Finch coordinates the School Counseling track. His responsibilities include overseeing the
School Counseling track curriculum, advising, and teaching. He coordinates placements of
School Counseling students with Metro Nashville Public Schools (MNPS) as well as the districts
and private schools from the surrounding area. He does outreach with potential sites that may
host HDC students in the future and recommends graduating students for state licensure as
professional school counselors. Dr. Finch also recommends students who have successfully
completed all requirements for licensure to Amanda Van Doorn, the Peabody Licensure and
Certification Officer.

Field site placements involve counseling supervision from both site supervisors and program
faculty. Faculty and site supervisors need the opportunity for direct interfacing. Because of the
importance of this liaison, students may not obtain field placements outside the greater Nashville
area. Any exceptions must be formally submitted as a written request to the respective field
experiences coordinator. The coordinator will then review these exceptions in collaboration with
the HDC Faculty.

PROFESSIONAL PERFORMANCE REVIEW

All policies and procedures related to field experiences in the HDC program are determined by
and monitored by the HDC Faculty. Individual HDC Faculty members are responsible for
holding the students in their courses accountable for mastery of coursework and requirements in
order to meet the requirements for matriculation to field experiences. Additionally, all HDC
Faculty members are responsible for participating in the PPR process as appropriate to their
position. For more information see Personal and Professional Expectations for Student
Matriculation on page 27 of this manual.

PREREQUISITES FOR ENROLLING IN INTERNSHIP

As mentioned above, the HDC Internship draws from a foundation of coursework, some of
which are viewed as prerequisite and others of which can be taken concurrently. HDC students
must complete a minimum of two semesters of HDC 7980/7981: Internship (6 credit hours).
While students should enroll in the HDC Internship at the end of their program so that virtually
all coursework is complete and foundational, there are five (5) specified courses that must be
satisfactorily completed before the Internship can be attempted. These courses are:

**HDC6010: Theories of Counseling**
Provides an overview of prevailing theories of counseling and psychotherapy.

**HDC6330: Pre-practicum in HDC**
Laboratory course designed to focus on the development of helping skills and
techniques.

**HDC6160: Group Counseling**
A course designed with a didactic component to teach students how to be effective
group counseling leaders as well as a highly experiential personal growth group
experience that provides students with feedback on interpersonal skills and a variety of
intra and interpersonal growth issues.
**HDC6120: Social, Legal, and Ethical Issues in Counseling**

This course is designed to provide the prospective counselor with knowledge of the profession's ethical and legal standards, as well as the social/community aspect of the profession. The course will explore the evolution of those standards, methods of change, and applications to various professional activities.

**HDC7950: Practicum in Clinical Mental Health Counseling**

**HDC7951: Practicum in School Counseling**

The HDC program requires that each student complete a minimum of one semester (3 credit hours) of HDC 7950/7951: Practicum. This course introduces the student to the agency or school setting and includes 100 clock hours on-site, including 10 group hours of observing and/or facilitating groups during the spring semester. The assessment includes an evaluation from both the site supervisor and the faculty supervisor.

No student will be permitted to register for HDC Internship without successfully completing the above coursework. Individual student readiness for fieldwork will also be assessed during the PPR processes. **No practicum is offered during the summer and internship experiences are NOT routinely offered during the summer.**

**EVALUATIONS**

Each student can expect evaluations of performance from both the faculty supervisor and the site supervisor. The faculty supervisor will give on-going feedback throughout the semester during individual supervision sessions. Site supervisors will be asked to complete written evaluations twice during each semester of field placement.

Evaluations will include, but not be limited to, issues of skill progress, personal style, ethical conduct, and professionalism. The student will also have the opportunity to evaluate their faculty supervisor, site, and site supervisor. Criteria for final grades for the site experience will be outlined by individual faculty and written in syllabi.

**FIELD EXPERIENCE POLICIES**

The track-appropriate HDC Field Experiences Coordinator will make recommendations related to Field Experiences to the HDC Director and HDC Faculty.

The following policies are specific to field experiences and are in addition to those already mentioned in this Handbook:

1. All clinical mental health agency site placements are to be made for the duration of two consecutive semesters. Requests for site changes within or between these semesters must be made in writing to the track-specific coordinator.
2. All student complaints and grievances related to field experiences will be heard by the track-specific HDC Coordinator, which in turn, will make a recommendation for action to the HDC Program Director.
3. All claims of unethical or unprofessional practice made against an HDC student enrolled in a field experience will be brought to the attention of the track-specific HDC Coordinator, who in turn, will initiate a PPR for the student as appropriate.

4. Any student who receives a failing grade in a field-based course will be required to repeat that course before going on to the next level of training or before being allowed to graduate and may undergo a PPR.

5. If the student is evaluated as being unable to engage in counseling activities because of personal interferences, a PPR will be initiated.

IMPORTANT NOTICE

“In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, and the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, or military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other University-administered programs; or employment. In addition, the University does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the University’s nondiscrimination policy. Inquiries or complaints should be directed to Anita J. Jenious, J.D., Director; the Equal Opportunity, Affirmative Action, and Disability Services Department; Baker Building; PMB 401809, 2301 Vanderbilt Place; Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); FAX (615) 343-4969” (Visit the EEO/AA of Vanderbilt University online.)

Vanderbilt University reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations and provisions, including those stated in these guidelines and other publications, and to refuse admission to any student, or to require the withdrawal of a student from the University according to University procedures. All students, full or part-time, who are enrolled in Vanderbilt courses, are subject to the same policies. Official University policies, standards, and procedures can be found in the Vanderbilt University Student Handbook.
## APPENDICES
### Appendix A - Programs of Study

### HUMAN DEVELOPMENT COUNSELING PROGRAM

#### PROGRAM OF STUDIES (60 credit hours)

**CLINICAL MENTAL HEALTH COUNSELING**

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>HDC 6400</td>
<td>Foundations of Clinical Mental Health Counseling</td>
<td>3</td>
<td>SPRING 1st YR</td>
</tr>
<tr>
<td>I</td>
<td>HDC 6120</td>
<td>Social, Legal and Ethical Issues in Counseling</td>
<td>3</td>
<td>SPRING 1st or 2nd YR</td>
</tr>
<tr>
<td>II</td>
<td>HDC 6150</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
<td>FALL 2nd YR</td>
</tr>
<tr>
<td>III</td>
<td>HDC 6130</td>
<td>Developmental Counseling Psychology</td>
<td>3</td>
<td>FALL 1st YR</td>
</tr>
<tr>
<td>III</td>
<td>HDC 6440</td>
<td>Advanced Developmental Counseling</td>
<td>3</td>
<td>SPRING 2nd YR</td>
</tr>
<tr>
<td>IV</td>
<td>HDC 6100</td>
<td>Career Counseling</td>
<td>3</td>
<td>SPRING 3rd YR</td>
</tr>
<tr>
<td>V</td>
<td>HDC 6010</td>
<td>Theories of Counseling</td>
<td>3</td>
<td>FALL 1st YR</td>
</tr>
<tr>
<td>V</td>
<td>HDC 6330</td>
<td>Pre-Practicum</td>
<td>3</td>
<td>FALL 1st YR</td>
</tr>
<tr>
<td>V</td>
<td>HDC 7950</td>
<td>Practicum</td>
<td>3</td>
<td>SPRING 2nd YR</td>
</tr>
<tr>
<td>V</td>
<td>HDC 7980</td>
<td>Internship</td>
<td>3</td>
<td>FALL 3rd YR</td>
</tr>
<tr>
<td>V</td>
<td>HDC 7980</td>
<td>Internship</td>
<td>3</td>
<td>SPRING 3rd YR</td>
</tr>
<tr>
<td>VI</td>
<td>HDC 6160</td>
<td>Group Counseling</td>
<td>3</td>
<td>SPR/SUM 1st YR</td>
</tr>
<tr>
<td>VII</td>
<td>HDC 6110</td>
<td>Appraisal &amp; Assessment</td>
<td>3</td>
<td>FALL 2nd YR</td>
</tr>
<tr>
<td>VII</td>
<td>HDC 6430</td>
<td>Diagnosis &amp; Treatment Using the DSM</td>
<td>3</td>
<td>FALL 2nd YR</td>
</tr>
<tr>
<td>VIII</td>
<td>HDC 7810</td>
<td>Research in Counseling</td>
<td>3</td>
<td>SPRING 1st or 2nd YR</td>
</tr>
</tbody>
</table>

**Choose Two of Three Below:**

<table>
<thead>
<tr>
<th></th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDC 6410</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
<td>FALL 3rd YR</td>
</tr>
<tr>
<td>HDC 6420</td>
<td>Trauma: Impact and Intervention</td>
<td>3</td>
<td>SPRING 1st, 2nd, or 3rd YR</td>
</tr>
<tr>
<td>HDC 6340</td>
<td>Addictions</td>
<td>3</td>
<td>FALL 3rd YR</td>
</tr>
<tr>
<td>Choice 1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choice 2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total: 60 sem. hrs.

**Student Signature Date**

**Adviser Signature Date**

**Program Coordinator Signature**

**Date**

**Department Chair Signature**

**Date**

**Dean’s Signature Date**
**Electives:**
HDC 6320: Theories & Techniques of Counseling with Children and Adolescents
HDC 6310: Developmental Approach to Personal Loss & Grief
HDC 7500: Cognitive Behavioral Therapy in Practice
HDC 6220: Counseling for College Access and Admission
HDC 6340: Addictions and the Human Services Professional
HDC 6410: Marriage and Family Counseling
HDC 6420: Trauma: Impact and Intervention
HDC 7500: Special Topics in HDC: Human Sexuality: Theory and Interventions
Graduate-level courses at VU with instructor permission and in consultation with your academic advisor
# HUMAN DEVELOPMENT COUNSELING PROGRAM
## PROGRAM OF STUDIES (48 Credit Hours)
### SCHOOL COUNSELING

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>CR</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>HDC 6200</td>
<td>Foundations of Professional School Counseling &amp; Guidance</td>
<td>3</td>
<td>SPRING 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 6120</td>
<td>Social, Legal and Ethical Issues in Counseling</td>
<td>3</td>
<td>FALL 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 7500</td>
<td>Spec. Topic: Exceptional Education and the DSM for School Counselors</td>
<td>3</td>
<td>FALL 2&lt;sup&gt;nd&lt;/sup&gt; YR</td>
</tr>
<tr>
<td>II</td>
<td>HDC 6150</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
<td>FALL 2nd YR</td>
</tr>
<tr>
<td>III</td>
<td>HDC 6130</td>
<td>Developmental Counseling Psychology</td>
<td>3</td>
<td>FALL 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td>IV</td>
<td>HDC 6100</td>
<td>Career Counseling</td>
<td>3</td>
<td>SPRING 2&lt;sup&gt;nd&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 6010</td>
<td>Theories of Counseling</td>
<td>3</td>
<td>FALL 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 6330</td>
<td>Pre-Practicum</td>
<td>3</td>
<td>FALL 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 7951</td>
<td>Practicum</td>
<td>3</td>
<td>SPRING 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 7981</td>
<td>Internship</td>
<td>3</td>
<td>FALL 2&lt;sup&gt;nd&lt;/sup&gt; YR</td>
</tr>
<tr>
<td></td>
<td>HDC 7981</td>
<td>Internship</td>
<td>3</td>
<td>SPRING 2&lt;sup&gt;nd&lt;/sup&gt; YR</td>
</tr>
<tr>
<td>VI</td>
<td>HDC 6160</td>
<td>Group Counseling</td>
<td>3</td>
<td>SPR/ SUM 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
<tr>
<td>VII</td>
<td>HDC 6110</td>
<td>Appraisal &amp; Assessment</td>
<td>3</td>
<td>SPRING 2&lt;sup&gt;nd&lt;/sup&gt; YR</td>
</tr>
<tr>
<td>VIII</td>
<td>HDC 7810</td>
<td>Research in Counseling</td>
<td>3</td>
<td>SPRING 1&lt;sup&gt;st&lt;/sup&gt; YR</td>
</tr>
</tbody>
</table>

**Electives:**
- HDC 6320: Theories & Techniques of Counseling with Children and Adolescents
- HDC 6310: Developmental Approach to Personal Loss & Grief
- HDC 7500: Cognitive Behavioral Therapy in Practice
- HDC 6220: Counseling for College Access and Admission

Total: 48 sem. hrs.
Appendix B: Informed Consent Verification form

Vanderbilt University Human Development Counseling Program
Verification of Informed Consent

I, __________________________, hereby state that I have reviewed the material included in this handbook and submit myself to its precepts. I understand that the American Counseling Association Ethical Code (2014) sets forth my ethical obligations as a student in this program.

Further, I understand that I must use this handbook as a resource throughout the program, and must communicate with my program adviser about any changes to my planned program.

Signature: __________________________
Date: __________________________

This signed form must be returned to Sherrie Lane at 102F Mayborn Building to be placed in your file.
Appendix C - Intent to Graduate

PEABODY COLLEGE OF VANDERBILT UNIVERSITY
ADMINISTRATION & RECORDS
216 ADMINISTRATION BUILDING
PHONE: 615-322-8400
FAX: 615-322-8401
PEABODY COLLEGE OF VANDERBILT UNIVERSITY
BOX 327 PEABODY STATION ~ NASHVILLE, TN 37203
NOTIFICATION OF INTENT TO GRADUATE PROFESSIONAL DEGREES

INSTRUCTIONS

DATE: _______________________

1. Please provide all information requested. It is necessary for completion of graduation checkout and preparation of the Commencement program.

2. Send the completed form to the Peabody Administration & Records Office.

I INTEND TO COMPLETE ALL DEGREE REQUIREMENTS AND GRADUATE IN:
May 20____ Aug. 20____ Dec. 20____

NAME (exactly as it appears on your permanent record):
________________________________________________________________________
First Middle/Maiden Last

STUDENT ID#________________________ HOMETOWN __________________________
(required for Commencement Program)

DEGREE EXPECTED (please circle) M.Ed. Ed.D. Other __________

MAJOR (as approved on your Program of Studies): _____________________________

MAJOR PROFESSOR OR ADVISER:
________________________________________________________________________

OTHER DEGREES HELD AND GRANTING INSTITUTIONS
Exact Degree Title Year Institution Location
________________________________________________________________________
________________________________________________________________________

ADDRESS: _____________________________
________________________________________________________________________
City State Zip Code
DAYTIME TELEPHONE: ________________________________

PERMANENT ADDRESS: ________________________________

City State Zip Code

TELEPHONE: ________________________________

DEGREE REQUIREMENTS YET TO BE COMPLETED: (Include all courses with the grade of “I” or “IP”)
Discipline-Number Title Credit Hours Instructor Sem./Yr.

____________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________

Completion of Thesis, Independent Study, Doctoral Study, or Dissertation
Comprehensive Examination
Dissertation Defense Revised 4/14/00 (lrc/Peabody Registrar Forms/Notification of Intent to Graduate.doc)
Appendix D - Declaration of Intent to Submit Master’s Thesis

DECLARATION OF INTENT TO SUBMIT MASTER’S THESIS
Department of Human and Organizational Development
Division of Human Development Counseling

Student’s Name_________________________   ID#_____________________

Current Address_____________________________________________________

(City, State)_____________________________   Zip_____________________

Anticipated Graduation Date___________________________________________

Adviser’s Name_____________________________________________________

Major Adviser’s Signature____________________________________________

Area of Degree Concentration: School/Clinical Mental Health (circle one)

Title of Master’s Thesis:______________________________________________

Home Phone Number:_________________________________________________

Work Phone Number:__________________________________________________

PLEASE ADVISE AT 615/322-8484 IF YOU CHANGE YOUR ADDRESS

Name:________________________________________________________________

ID#:_________________________________________________________________

Date:_________________________________________________________________

Phone #:______________________________

Your major adviser and thesis adviser (if different from major adviser) must approve your Master’s Thesis topic. Obtain your thesis adviser’s signature as you make progress toward the completed paper. Without the signatures from your adviser, the Department Chair may reject the paper and delay submission until the following semester (excluding summer school).

Anticipated completion date of Master’s Degree: _________________________
I. Thesis Topic

Names of committee members (must obtain signature of acceptance)

Committee chairperson: ________________________________

II. Deadline for proposal defense meeting scheduled (June 1, 2017)

III. Deadline for proposal approval by all committee members (July 1, 2017)

Committee chairperson: ________________________________
Committee member: ________________________________
Committee member: ________________________________

IV. Deadline for submission of final draft of thesis to committee (April 1, 2018)

V. Defense of Thesis (April 15, 2018)

Committee chairperson: ________________________________
Committee member: ________________________________
Committee member: ________________________________

Results of defense Date: __________________

_____ Successfully defended

_____ Unsuccessfully defended

_____ Defended with distinction
Appendix E - State Licensure Requirements for School Counselors

Tennessee State Board of Education Licensure Standards:
Professional School Counselor (Pre-K through 12)

Date Standards Adopted or Most Recent Revision: July 31, 2009

Professional school counselors support teachers, other professional personnel, and parents in addressing the needs of students related to academic and career preparation and personal growth and development. An emphasis on teaching for prevention calls for the counselor to become a member of the instructional team, working closely with teachers. The counselor also works closely with school social workers, school psychologists, and family resource center staff in designing a team approach to meet student needs and overcome barriers to learning.

The professional school counselor provides instruction in small and large group settings, provides personal counseling and career guidance to individual students, and works with teachers to assist them in their role as advisors. The counselor also communicates with and provides education to parents. To assist counselors in responding effectively to the requirements of this role, institutions of higher education and local schools must collaborate in the design and implementation of professional school counselor preparation programs.

Prospective school counselors will complete studies in professional school counseling. The education and professional development of a counselor is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Counselor preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

1. Understanding of the nature and needs of students in grade levels PreK- 12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.

2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.

3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

4. Ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.

6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.

7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.

8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK-12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.

9. Understanding of the ethical and legal standards of school counseling professionals.

10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.

11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.

12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

Program Implementation Standards

1. Candidates for licensure as a professional school counselor complete an approved preparation program in school counseling and a graduate degree.

2. Candidates for licensure acquire the knowledge and skills specified for professional school counselors. Candidates are recommended for licensure by an institution with an approved program in professional school counseling.

3. Professional school counselor candidates serve schools with grades pre- kindergarten through 12. Preparation programs will have identifiable aspects of both PreK-6 and 7-12 grade levels.

4. Institutions of higher education with approved preparation programs for professional school counselors work in collaboration with local school systems in the planning and delivery of preparation programs.

5. Institutions of higher education and local school systems jointly organize the professional
6. Candidates participating in the clinical experience are advised and guided by a site supervisor who has at least two years experience as a school counselor. Individuals serving as site supervisors are selected jointly by the school system and the institution of higher education, receive training as a site supervisor, and indicate a willingness to serve and to remain current in their field.

7. Professional school counselor candidates without prior teaching experience will have an additional orientation experience in a school as an early part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. The orientation provides the candidate with teaching experiences and feedback regarding the candidate’s teaching.

8. Institutions of higher education offering approved programs in school counseling develop and submit to the State Department of Education for approval admissions procedures that include:
   
a) Assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; and
   
b) An interview or review of the candidate’s application by an admissions board comprised of one or more practicing school counselors as well as one or more faculty from curriculum and instruction, educational administration, professional school counseling, or other appropriate faculties.

9. Programs in school counseling reflect the current knowledge base in school counseling and in teaching and learning, include faculty members in professional school counseling and other appropriate faculties, and are approved by the State Board of Education in accordance with the Teacher Education Policy and Program Approval Procedures adopted by the State Board of Education. Preparation programs are encouraged to meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

10. School counselors who serve in a supervisory role are not required to have an endorsement in administration/supervision or as a beginning administrator; however, they are encouraged to attain comparable administrative preparation.

11. Licensed school counselors who are candidates for an initial teaching license are not
required to have an additional induction experience (either as an enhanced student teaching semester or a year-long internship).

12. Candidates from Tennessee and from other states who are licensed and endorsed at the graduate level in school counseling in PreK-8 or 7-12 may be granted the PreK-12 license provided they have met one of the following conditions:

a) The candidate has at least one year of documented successful counselor experience in the grade span not covered by the existing endorsement and has a positive recommendation by the school; or

b) The candidate has six hours of graduate course work in current content in school counseling in the grade span not covered by the existing endorsement. Candidates submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing.

If the candidate lacks (a) or (b), the candidate may be issued a Transitional License endorsed for counseling PreK-12, provided the superintendent indicates an intent to employ. The candidate must complete the required six hours of course work in current content in the area of school counseling in the grade span not covered by the existing endorsement. Candidates must submit evidence of completion of the six hours directly to the Department of Education, Office of Teacher Licensing before the Transitional License is renewed or before issuance of a regular license.

13. Candidates who have not yet completed the required clinical experience may be employed on a Transitional License provided that the following conditions are met:

a) The counselor preparation institution in which they are enrolled certifies that the candidate can complete the PreK-12 school counselor program within two years consistent with the institution’s criteria;

b) The candidate receives appropriate supervision by the institution during the clinical experience; and

c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week and provide the opportunity to meet the grade level requirements necessary to certification.

14. Candidates who hold a graduate degree in community/agency counseling may be employed on a Transitional License, provided the following conditions are met:

a) The candidate is enrolled in an approved graduate program in professional school counseling;
b) The candidate has completed at least 24 hours in graduate course work applicable to the professional school counseling program; and

c) The local education agency certifies through a written agreement with the counselor preparation institution that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week.

15. Candidates who hold at least a master’s degree in a counseling program or related field, such as school social work or school psychology, and have appropriate clinical experience may be employed on a Transitional license provided the following conditions are met:

a) The candidate successfully completes the specialty examination required by the State Board of Education; and

b) The local education agency certifies that the candidate will receive direct supervision by a licensed school counselor (having a minimum of two years experience as a school counselor) for a minimum of one hour per week; and

Prior to the first renewal of the Transitional License, the candidate must enroll in an approved professional school counselor licensure program and must submit evidence of satisfactory annual progress. The candidate must complete course work appropriate to the candidate’s needs not to exceed 24 semester hours in an approved professional school counselor licensure program before the issuance of a regular license.

16. All candidates on a Transitional License must be evaluated in accordance with procedures approved by the State Board of Education. Prior to the first renewal of the license, the candidates must have completed a successful evaluation.

17. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating school counselor preparation programs: Tennessee Model for Comprehensive School Counseling (2005); CACREP 2001 Standards for Accreditation, Council for the Accreditation of Counseling and Related Educational Programs (2001); Ethical Standards for School Counselors (2004); Code of Ethics, American School Counselor Association (2005); and current research related to school counseling.

18. The revised standards become effective no later than July 31, 2009.
Appendix F - Professional Development Requirement

*SAMPLE*
(Letterhead is preferred)
Completion of HDC Professional Development Requirement

Date: __________________________

_______________________________ has completed six individual sessions of counseling as part of the requirements for the Human Development Counseling program, Vanderbilt University.

_______________________________

Name, Credential, Name of Agency
Appendix G - Social Media Policy

Vanderbilt University Peabody College Human Development Counseling Program

In light of the prominence of social media and its increasing use in both professional and personal realms, this policy is to clarify the use of social media platforms in relation to the Human Development Counseling program (HDC) at Vanderbilt. The information pertains not only to the use of Facebook (see below) but also to other social platforms (e.g., Twitter, Instagram, Vine, etc.) as well. This policy was established in 2016 and will be reviewed annually.

Facebook

In an effort to distinguish the various HDC Facebook pages from one another and clarify their use, the following policies and procedures are outlined below.

1. Vanderbilt Peabody College Human Development Counseling (https://www.facebook.com/groups/147388489311/#=_)

This public group is intended for all current students and graduates of the HDC program. It is monitored by a current HDC faculty member and the HDC program’s graduate assistant; all posts must be approved before displaying on the public group. This page includes upcoming events, job posting, requests for survey information or other relevant communication among alumni. Graduates of the program are free to invite themselves and will be encouraged to join upon graduation.

2. Student-led Individual Cohort and Track Groups

These pages are created by students, if they so choose. They are private pages, with access determined by those who create them. In the past, cohort pages have been utilized by students for student events and other relevant information for cohorts. These pages are not endorsed officially by HDC. As such, per Vanderbilt policy, the names of these pages, within Facebook, cannot contain the word “Vanderbilt,” “HDC,” “Human Development Counseling”, or any other specific references to “Vanderbilt branding.” Newly created pages will conform to these same policies, using a naming convention that does not include Vanderbilt branding or trademark. We recognize that many students have a need to communicate privately and that the use of private Facebook pages may be considered useful and desirable. We do not intend to imply that students can’t communicate in this way. We do want to make clear, however, relevant policies regarding the use of proprietary Vanderbilt naming conventions. More importantly, regardless of the names of these pages, we encourage responsible and professional communication.
Vanderbilt University Social Media Policies

The above policies are consistent with those endorsed by Vanderbilt and that apply to the Vanderbilt community at large. For more information on those policies, consult the Vanderbilt Social Media Handbook at the following link: http://web.vanderbilt.edu/resources/social-media/social-media-handbook/

HDC Social Media Advisory Committee

In addition to the above policies that will serve to clarify Facebook pages and their intended audience and use, a Social Media Advisory Committee, comprised of student and faculty representatives, was created in 2016. This committee is expected to meet a minimum of once a year to address any issues or concerns that may occur with any of the above named pages or any other social media communications and make modifications in policies or content as needed. In addition, this committee will meet with any student about whom there may be concern over the use of social media and best practices regarding responsible and ethical use of all social media platforms.

We recognize the power of social media as a tool that can be used to disseminate important and helpful information in a variety of contexts. As a faculty, it is not our intention to restrict communication via these various platforms or interfere with their usefulness. It is our intention, however, to be clear about the responsible and ethical use of such platforms within our academic community. We appreciate being able to work together toward these ends and look forward to continued conversations and connections.
Appendix H - Professional Performance Review Criteria for Professional Performance Evaluation

Name of Student ____________________________

Today’s Date ______________________________

NOTE: A rating below four (4) in any category automatically initiates a meeting and Notification of Professional Performance Concern as described in the PPR.

1. **Openness to new ideas** (rated from Closed [1] to Open [5] with examples of demonstrated behavior):

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was dogmatic about own perspective and ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignored or was defensive about constructive feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no evidence of incorporating constructive feedback received to change own behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Was amenable to discussion of perspectives other than own.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts constructive feedback without defensiveness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of effort to incorporate relevant feedback received to change own behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Solicited others' opinions and perspectives about own work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invited constructive feedback, and demonstrated interest in others' perspectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed strong evidence of incorporation of feedback received to change own behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td>Showed little effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td>Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but inaccurate.</td>
<td>Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no effort to flex own response to changing environmental demands.</td>
<td>Showed little effort to flex own response to changing environmental demands.</td>
<td>Effort to flex own response to new environmental demands was evident but inaccurate.</td>
<td>Showed accurate effort to flex own response to changing environmental demands as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</td>
<td>Flexed own response to changing environmental demands only when repeatedly directed to do so.</td>
<td>Independently monitored the environment for changing demands and flexed own response accordingly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</td>
<td>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them (resentment may be present).</td>
<td>Attempts to understand needs for change in established schedule or protocol and avoids resentment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Cooperativeness with others** (rated from Uncooperative [1] to Cooperative [5] with *examples* of demonstrated behavior:

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no engagement in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed little engagement in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged in collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities but with continuous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prompting to achieve minimum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>input.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undermined goal achievement in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted but would not initiate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compromise in collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was willing to initiate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compromise in order to reach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group consensus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was unwilling to compromise in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on own part in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed concern for group as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well as individual goals in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discouraged feedback from others through defensiveness and anger.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was receptive to supervisory feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invited feedback by direct request and positive acknowledgement when received.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no evidence of incorporation of supervisory feedback received.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed little evidence of incorporation of supervisory feedback received.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed evidence of incorporating supervisory feedback into own views and behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed much evidence of active incorporation of supervisory feedback received into own views and behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took feedback contrary to own position as a personal affront.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed defensiveness to critique through over-explanation of own actions (may demonstrate anger)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated a balanced willingness to give and receive supervisory feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated greater willingness to give feedback than receive it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated greater willingness to receive feedback than to give it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words and actions reflected no concern for how others were impacted by them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words and actions reflected little concern for how others were impacted by them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort to determine how own words and actions impacted others was evident but inaccurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort toward recognition of how own words and actions impacted others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misconstrued supervisory feedback about how words and actions were negatively impacting others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignored supervisory feedback about how words and actions were negatively impacting others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded to feedback regarding negative impact of own words and actions on others, but with communicated resentment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates feedback regarding impact of own words and behaviors to effect positive change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was unable or unwilling to consider others' points of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no willingness to examine own role in a conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignored supervisory advisement if not in agreement with own position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no effort at problem solving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed hostility when conflicts were addressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some attempt but unable to grasp conflicting points of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would examine own role in a conflict but only when directed to do so.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed limited responsiveness to supervision in a conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in problem solving but only when directed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiating problem-solving efforts in conflicts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing and able to consider others' points of view in effort to deal with conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very willing to examine own role in a conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly motivated to seek out others’ points of view in dealing with conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. **Ability to accept personal responsibility** (rated from Unable [1] to Able [5] with examples of demonstrated behavior):

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused to admit mistakes or examine own contribution to problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lied, minimized or embellished the truth to extricate self from problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently blamed others for problems without self-examination.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Might blame initially, with limited self-examination about own role in problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was willing to examine own role in problems when informed of the need to do so.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was accurate and honest in describing own and others roles in problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invited constructive critique from others and applied it toward professional growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was open to self-examination about own role in problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. **Ability to express feelings effectively and appropriately** (rated from Unable [1] to Able [5] with examples of demonstrated behavior):

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed no evidence of willingness and ability to articulate own feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Was consistently willing and able to articulate the full range of own feelings.</td>
</tr>
<tr>
<td>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td></td>
<td></td>
<td>Showed some willingness and ability to articulate own feelings, but with very limited range.</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
<td>Highlly motivated and with accurate ability to acknowledge others' feelings.</td>
</tr>
<tr>
<td>Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td></td>
<td>Expressions of feeling at times inappropriate to the setting.</td>
<td>Expression of own feelings was appropriate to the setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was very resistant to discussion of feelings in supervision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Initiated discussion of own feelings in supervision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged in inappropriate relationships with clients and in conflict with ACA Code of Ethics (2014).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was responsive only to repeated supervision for personal-professional boundary confusion in interactions with clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained clear personal-professional boundaries with clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively sought clarification and affirmation in supervisions for clear personal-professional boundaries with clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self and in conflict with ACA Code of Ethics (2014).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated insensitivity to diversity in professional interactions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated sensitivity to diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeks continuous education to hone sensitivity to diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maleficence to the well being of clients and in conflict with ACA Code of Ethics (2014).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used judgment that put client safety and well-being at risk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactorily ensured client safety and wellbeing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowingly breached established rules for protecting client confidentiality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used judgment that put client confidentiality at risk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately safeguarded the confidentiality of clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rating (Please circle):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missed more than maximum allowed missed classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attended all class meetings with excellent participation.</td>
</tr>
<tr>
<td>Missed deadlines for application to practicum or internship.</td>
<td></td>
<td></td>
<td>Met deadlines for application to practicum or internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failed to meet minimal expectations in assignments.</td>
<td>Often failed to meet minimal expectations in assignments.</td>
<td>Only with extensive coaching met the minimal expectations in assigned work.</td>
<td>Met expectations in assigned work.</td>
<td>Exceeded expectations in assigned work.</td>
<td></td>
</tr>
<tr>
<td>Ignored faculty communication of concerns related to program coursework, paperwork, or milestones.</td>
<td>Responded to faculty communication but did not address concerns related to program coursework, paperwork, or milestones.</td>
<td>Responded and immediately addressed concerns related to program coursework, paperwork, or milestones.</td>
<td>Demonstrated self-direction in ensuring completion of program coursework, paperwork, or milestones.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student): ____________________________________________

From: _____ HDC Faculty _______________________________________

I. This is to notify you that your professional performance as defined in the Professional Performance Review Process (PPR) section of the HDC Student Handbook is rated below four (4) in the following area(s) circled:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Acceptable and timely completion of required coursework, paperwork, and milestones.

II. Description, observation, or events of concern within the area(s) circled above:
III. Performance Changes Required (describes specific performance changes needed in each area rated below a four (4):

IV. Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation)

V. Signatures (indicate that the student and faculty representatives have met to discuss this notification and that the student has received a completed copy)

Date:____________________

Student:________________________________________

Faculty Representative:__________________________

Faculty Representative:__________________________